Doubt is not a pleasant mental state,
But certainty is a ridiculous one.
-F.Voltaire

73-74

Donald S. Boisvert

FEEDBACK
L.S.A. COMMUNICATIONS
PROJECT

TABLE OF CONTENTS

INTRODUCTION

This report has been prepared to document the direction the Students' Association has chosen in its attempt to cope with the problems of communicating with the student body at Loyola. It is meant to be a working paper rather than a definitive work, and its format is designed to be as brief and straightforward as possible. The report is primarily internal, and hopes to stimulate further discussion, without which the initiatives herein described aren't worth the paper they are written on.

The term "feedback" has come to see frequent service in the management and political circles of our society, but was originally used in electrical engineering to mean "the carrying back of some of the effects of some process to its source or to a preceding stage, so as to strengthen or modify it". This traditional definition provides a very accurate analogy to the form we should strive for in our communications' projects and services. A distinction must be made between information processing - a one-way process - and communication, which implies a dialogue, talking - the exchange of ideas. If we take an inventory of the services on the Loyola campus traditionally assumed to be communications, we will find that most qualify only as information processing media (tools) and that few, if any, provide an effective channel for receiving information. If we are to build bridges, rather than walls, between the student and the administration (ours or the college's), our energies should be concentrated on the collection of information - not its distribution.

The initiatives documented or recommended herein will therefore emphasize, wherever possible, the opening of communication channels from the student at large to the college directorate. These projects are, for the most part, presented in the same manner that they were received by the college administration and the Students' Association executive.

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I would extend my most sincere thanks to all those who made this work possible through their support, their co-operation, their creativity or their encouragement. Special thanks are extended to Mr. Denis Diniacopoulos, whose many hours of discussion and encouragement provided the foundations of much of my work.

INFORMATION ANALYSIS

In May of this past summer, the Loyola Students' Association sponsored a study entitled "Information Analysis" in the form of an Operations Initiative grant. The study undertook to organize the collection of information under three main classifications: 1) analysis of physical information complex; 2) environmental and human factors of each information source on the campus, and 3) a breakdown of information directed at the student by type and by volume. These information categories are followed by a discussion of effectiveness and possible means for the resolution of problematic areas.

The report was very well received, being well researched, qualified and presented a coherent format for easy reference use. Section I constitutes the analysis of the physical appearance of those areas considered important information sources by the authors of the study. The notion of the communicative value and function of the physical environment is an important consideration to any evaluation of the quality of student life. Every environment educates - teaches some lesson, endlessly. For this reason the author of the present study has taken every opportunity to demonstrate a positive reaction of the LSA to the improvement of the campus's main traffic areas. The improvements presently being made in the Guadangi Lounge, for example, were received as a welcome initiative (undertaken by the Student Services department) and considerable assistance has been encouraged for this project, both in the conceptual and actual stages. In this type of environment, the name of the game is the stimulation of human contact by direct or indirect reaction to calculated stimuli.

Section III of the study is not generally useful to the student body, but is rather a reference material designed for the use of

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those organisms directly responsible for originating contacts with the student body. I shall only dwell on this subject long enough to report that the information contained in Sections I and III of the "Information Analysis" are being reproduced and distributed as their content makes it appropriate.

The most important portion of the study, however, in terms of its general interest and application, are embodied in Section II of the report and have been reproduced to be included in the present study. It is my opinion that this section constitutes extremely valuable and innovative approaches to the evaluation of information sources available to the student at large. It is my recommendation, in fact, that this sample study be employed to design similar surveys in an on-going manner throughout the academic year as a vehicle for the kind of student feedback necessary for the surveillance of these campus services. It is also the recommendation of the present study that this information be published and made available to the students at large. The costs involved in the general distribution of this material would be approximately $225.00 for one thousand copies, including printing costs and design fees for an attractive pamphlet presentation.

SUMMARY OF INFORMATION FACTORS RELATED TO FUNCTIONAL PARTS OF LOYOLA AS AN INFORMATION COMPLEX

by: Maureen O'Brien and Georges Tremblay

FUNCTIONAL PARTS: The Departments, Services, and Associations of Loyola.

A. ENVIRONMENTAL: What the surroundings and immediate visual contact communicate to the student, upon first entering an office or specific area.

B. HUMAN: The apparent attitude and responsiveness on the part of the immediate staff, communicated either verbally or non-verbally to the student.

C. STOPGAPS:

(i) Bureaucratic Red-Tape

Time-wasting hold up of simple information due to the inability or unwillingness of the staff to deal directly with the student, without repeated consultations and/or directions from a Chairman.

(ii) Basic Disregard of Student Priorities

Inspite of a full introduction to the students' needs, and repeated assurances of the importance of certain information to the student, the staff makes no effort to facilitate processing. The student is put off with excuses even after two or three visits.

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1. ACCOUNTS RECEIVABLE DEPARTMENT

Environmental	Human	Stopgaps
Easily accessible, info readily available at counter, direct contact with staff upon entering.	good response and pleasant to deal with staff.	

2. BIOLOGY DEPARTMENT

Environmental	Human	Stopgaps (i)	(ii)
Secretary hidden from doorway, office small and uncomfortable for student to stay.	unwilling to deal with students, mistrusts and seems to dislike them.		

3. BOOK STORE

Environmental	Human	Stopgaps
Overly surveillant atmosphere, student made to feel unwelcome and like a potential thief.	(a) office staff, good response and concern for students. (b) floor staff is generally unpleasant to students, seems to dislike their public.	

4. BUSINESS ADMINISTRATION DEPARTMENT

Environmental	Human	Stopgaps
Nice offices, busy but very open to students, hard to locate.	pleasant and most helpful	

5. CAMPUS MINISTRY

Environmental	Human	Stopgaps
Cosy and relaxed, easy to approach, inviting for students to come in, homey.	very warm and friendly kind and considerate, hospitable and very helpful people.	

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6. CANADA MANPOWER CENTER

Environmental	Human	Stopgaps
B.B. used effectively along the wall, efficient use of the space in Waiting Room, receptionist office is available but unmarked.	staff is generally efficient and helpful.	(i) Miss Allen runs too many areas in detail, does not delegate enough responsibility and holds up info with overly talkative approach.

7. COLLEGIAL STUDIES

Environmental	Human	Stopgaps
Open door policy, lounge area provided in office, casual atmosphere, very approachable	friendly, kind and very responsive to students' needs.	

8. COMMUNICATION ARTS DEPARTMENT

Environmental	Human	Stopgaps
Difficult to locate from main entrance, local area is very attractively designed in keeping with nature of dept.	personalized and very efficient response, pleasant to deal with.	

9. COMPUTER SCIENCE DEPARTMENT

Environmental	Human	Stopgaps
Secretary partly recessed from door, businesslike atmosphere.	co-operative and good response.	

10. COURSE EVALUATION

Evaluation	Human	Stopgaps
Open door policy, casual and easy to approach. Not easy to locate office.	open and friendly, very helpful and responsive.	

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11. CHEMISTRY DEPARTMENT

Environmental	Human	Stopgaps
Secretary reception right at door, businesslike atmosphere.	pleasant and co-operative.	

12. CLASSICS DEPARTMENT

Environmental	Human	Stopgaps
Office is small, hard to find, and quite shabby, not welcoming for students to enter.	inefficient response and unwilling to deal with students.	(i)

13. DEAN OF ARTS

Environmental	Human	Stopgaps
Open door into secretary area, easily accessible to students, Dean's office approachable.	very responsive and pleasant to students.	

14. DEAN OF COMMERCE

Environmental	Human	Stopgaps
Businesslike office, secretary is somewhat removed from door.	businesslike and very responsive and cooperative.	

15. DEAN OF ENGINEERING

Environmental	Human	Stopgaps
Secretary reception right at door, area open to students.	responsive, cooperative and pleasant.	

16. DEAN OF SCIENCE

Environmental	Human	Stopgaps
Secretary reception upon entering, easy for students to approach.	pleasant and cooperative.	

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17. ECONOMICS DEPARTMENT

Environmental	Human	Stopgaps (i)	Stopgaps (ii)
Secretary removed from door, office is cluttered and not welcoming to students.	hostile and very suspicious, unwilling to cooperative, very negative response.		

18. ENGLISH (UNIVERSITY) DEPARTMENT

Environmental	Human	Stopgaps
Door open, secretary reception upon entering, approachable, no lounge facilities.	cooperative, pleasant but slow.	

19. ENGLISH (CEGEP) DEPARTMENT

Environmental	Human	Stopgaps
Secretary reception near door, office disorganized and somewhat confusing to student.	good response, cooperative.	

20. EVENTS CO-ORDINATION

Environmental	Human	Stopgaps
Large and open office area, busy but not unapproachable. Secretary accessible in center area.	responsive and cooperative, pleasant	

21. FINANCIAL AID

Environmental	Human	Stopgaps
Hard to locate without directions, secretary office is in wrong room for students to enter, lounge area provided.	direct and personal, very responsive.	

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22. FRENCH (UNIVERSITY) DEPARTMENT

Environmental	Human	Stopgaps
Secretary far removed from door, hidden behind counter, office not approachable at all.	removed and suspicious of students, very inflexible and bound by bureaucracy.	(i)

23. FRENCH (CEGEP) DEPARTMENT

Environmental	Human	Stopgaps
Traditional office arrangement, secretary slightly removed from door, formal atmosphere.	reserved but responsive to students' needs.	

24. GEOLOGY DEPARTMENT

Environmental	Human	Stopgaps
Shares office space and secretarial service with Biology - same arrangements.	See Biology Department No. 2	

25. GUIDANCE CENTER

Environmental	Human	Stopgaps
Office is very dingy and sparsely furnished with ugly pieces, drab and bare green walls, nothing attractive in area at all. Secretary is mis-located for students entering.	people are very over-bearing and depressing in both appearance and approach. Very unattractive to young people.	(i)

26. HEALTH EDUCATION DEPARTMENT

Environmental	Human	Stopgaps
Very attractive office space, nice lounge area, sofas, wood panelling, carpets, music provided. Secretary recessed in room, but very easily approached upon entering. Very welcoming atmosphere.	very pleasant, helpful and responsive	

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27. HINGSTON HALL - HOUSING

Environmental	Human	Stopgaps
Door is open and office is always filled with group of students, atmosphere is overly casual and loud, no privacy is provided for student interview.	very poor personal attitude, insulting and overly familiar with with students, very negative approach, uncooperative.	(ii)

28. HISTORY DEPARTMENT

Environmental	Human	Stopgaps
Secretary reception at door, pleasant and pretty office.	cooperative and helpful, though somewhat reserved.	

29. INTERDICIPLINARY STUDIES DEPARTMENT

Environmental	Human	Stopgaps

Shares same office space and secretarial arrangements as Dean of Arts (see No. 13 for comments)

30. LACOLLE CENTRE

Environmental	Human	Stopgaps
Shares same office space as Ombudsman secretary (see no. 10)	secretary is responsive very helpful.	

31. LIBRARY

Environmental	Human	Stopgaps
All offices are physically kept "out of bounds" to students, this is indicated by large signs and presence of guards. Secretary office pleasant and attractive, very modern decor.	kept remote from students, but willing to help if they can be approached, floor staff are unfriendly.	

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32. LSA (News and Radio)

Environmental	Human	Stopgaps
Definitely needs directional signs, location of offices very confusing, offices shabby and disorganized in appearance, atmosphere indicates general lack of professionalism in student government.	secretary is very uncooperative and inefficient, student executives are approachable and very responsive, easy and pleasant to deal with.	

33. LOYOLA CULTURAL ARTS CENTER

Environmental	Human	Stopgaps
No signs direct student to this area at all, shabby and overly personalized within, no sense of professional working area, uncomfortable for students to enter.	poor personal attitude towards students, entirely self-centered.	

34. LOYOLA DAY CARE CENTER

Environmental	Human	Stopgaps
Duplex off campus, no directional signs indicate its position.	(area closed for summer, no comments available)	

35. MATHEMATICS DEPARTMENT

Environmental	Human	Stopgaps
Secretary available just inside entrance, small lounge area provided, open to students.	friendly and cooperative.	

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36. MODERN LANGUAGES DEPARTMENT

Environmental	Human	Stopgaps
Open door of house, secretary placed in kitchen area, approachable from entrance but no directions to areas. Building itself is not indicated from campus, generally relaxed and welcoming for students and/or community at large.	responsive and willing to help.	

37. MUSIC DEPARTMENT

Environmental	Human	Stopgaps
Nearly impossible to locate the entire area, no signs, office door is always closed and locked, unmarked areas, shabby and dark and depressing atmosphere.	staff is never there, no human contact available for students upon entering.	no information available.

38. PHILOSOPHY DEPARTMENT

Environmental	Human	Stopgaps
Secretary slightly removed from door, businesslike atmosphere.	impersonal but responsive and cooperative.	

39. PHYSICAL ED. & ATHLETICS

Environmental	Human	Stopgaps
Entrance like a gymnasium, from front door, the student must walk through ping-pong areas to reach offices, noisy and poor air circulation, unwelcoming, offices are hard to locate and secretary in area blocked off from students.	slightly unapproachable but cooperative response.	

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40. PHYSICS DEPARTMENT

Environmental	Human	Stopgaps
Secretary office is approached only through another empty office, no directions available. Secretary is placed with back to door, confusing to student upon entering.	friendly and very cooperative.	

41. POLITICAL SCIENCE DEPARTMENT

Environmental	Human	Stopgaps
Businesslike atmosphere, secretary is available near door, Chairman's office is approachable.	friendly interest in students and helpful.	

42. PRESIDENT'S OFFICE

Environmental	Human	Stopgaps
Dignified atmosphere, rich and tasteful decor, secretary is open to receiving students, chair is provided to facilitate relaxed interview, president's office is approachable to the students.	formal response, warm and pleasant, helpful towards students.	

43. PSYCHOLOGY DEPARTMENT

Environmental	Human	Stopgaps
Room almost impossible to locate behind recessed departmental office space, secretary very unapproachable, barricaded behind bookcase, high counter, and wide desk. Entrance is half-barred by locked bottom half of Dutch door.	very cold and reticent to students, completely unwilling to deal with them; suspicious and very negative response.	(i) (ii) Chairman refused to cooperate.

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44. PUBLIC RELATIONS & INFO. SERVICE

Environmental	Human	Stopgaps
Open door, offices modern and attractive, secretary placed within room, directly in visual field of doorway, executive office is approachable also.	quick response, helpful attitude, very efficient.	

45. REGISTRAR'S OFFICE (Admissions & Records)

Environmental	Human	Stopgaps
Very accessible to students, secretary close to door and easy to reach, direct contact upon entering.	friendly, direct, responsive and very helpful.	

46. SOCIOLOGY DEPARTMENT

Environmental	Human	Stopgaps
Open and busy office, secretary is placed within room but easy to see upon entering, office doors are open around main area, approachable atmosphere.	friendly and very quick response.	

47. STUDENT HEALTH SERVICES

Environmental	Human	Stopgaps
Nurse placed at immediate reception point, entrance well designed for welcome and registration, casual and comfortable waiting area, doctor's offices are approachable, atmosphere is relaxed and puts students at ease, well organized reception procedures and follow-ups.	personal, direct; easy to approach and sympathetic attitude.	

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48. STUDENT OMBUDSMAN'S OFFICE

Same office as Course Evaluation (see No. 10) for comments.

49. STUDENT SERVICES

Environmental	Human	Stopgaps
Open doors at both entrances, reception areas include lounge facilities, all offices are in visual field and have open doors, easy reference to any office in area, atmosphere is very comfortable and casual, approachable to students.	informal, open to students, friendly, efficient and very responsive and helpful.	

50. THEOLOGY DEPARTMENT

Environmental	Human	Stopgaps
The door is kept closed at all times, student must beg entrance and gets slow and reluctant admittance into secretary office. Chairman constantly hovers at the secretary door to oversee all student communications. Secretary is removed from door and placed at wrong angle within the students visual field. Students are made to enter office and stand in front of secretary desk in the attitude of petitioners.	1. Secretary is un-approachable, unco-operative, and hostile to any interruptions. Completely negative attitude to students; openly rude. 2. Chairman is actually paranoid and seems to despise students. The student is subjected to personal attack and cross-examination upon request for simple departmental information, students are accused and debased as agents or spys.	See Human Factor.

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COMPUTER PROGRAMS

For the purpose of any coherent programming on this campus, whether as media or events co-ordination, there is a need for at least some basic empirical data. Of primary concern is an information bank dealing with student interests and attitudes available to any group operating within the boundaries of the college community. The question to be put, in its simplest form, is: "What is a student?" As representatives of the student at large, the administrator must reflect these general student attitudes in order to best serve them. There is, of course, no difference for the student and professional administrator, as both must consider themselves the elected pursuants of the student will.

General computer data, which could be made available through the Data Processing Centre or through credit-approved projects initiated by the students of the Computer Science Department, could consist of: general time charts indicating student free time by volume level and field of study; general fields of interest in para-academic activities by volume and by level of experience (which is almost completely ignored at the present time), and on-going student attitude measurement on current issues and campus services.

A study has been undertaken with the cooperation of the Loyola Data Processing Center to document student traffic flow in reference to free time by volume, hour, day of the week, level of study and field of concentration within each faculty. This information will be made available to the project co-ordinators in late September, and should be completed by early October. The information is to be presented in the simplest format possible to allow for general use by any group animating programs on the campus. The study is to be reviewed and up-dated in early January, as the demand for this type of information warrants it, and it would be my hope

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that the project would become available to the community program co-ordinators each year at these approximate dates.

At the same time, a request has been made of the Director of the Computer Science Department: Dr. D. West, to extend credit-approval for projects in student attitude measurement undertaken by students in this field of concentration. It would seem most appropriate to have this kind of study originate from the students themselves, and for this reason a number of senior-level Computer Science students have been approached by the author of the present study in the hope of animating co-operative research.

The following represents a sample of the methodology possible for such research projects. This example proposed to undertake attitudinal measurement of the student at large to the Loyola News, and is modelled after similar studies completed at other Canadian Universities.

The entire sample universe is presumed to be exposed to the paper, and there can be no control group or variables introduced as comparative material. These can be introduced only as the result of this study, and their effectiveness can be measured only by subsequent studies.

The questionnaire to be used should be short and direct, as the student is to be given every incentive to complete the form. The questions dealing directly with the hypothesis are of the five-point semantic differential type with the student response being rated on this scale, and with the provision of one space for the student who cannot rate his or her attitude. Other questions should be of the dichotomous or multiple answer form, gauging reaction to two or more answers and with no provision for indicating no opinion on the subject.

A sample cross-section of the total universe of 4,500 students

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should be in the nature of 200, providing a sound basis for attitude evaluation. Selection of sample students should be made at random so that every student has a chance to be interviewed - one out of every twenty-four students in college being canvassed. The actual sample size would be attained by the random selection of a sequence of parameters including days of the week, locations on the campus, interview times and number of interviews to be completed. After a sequence with one of each of these parameters is selected, they are replaced and another sequence is chosen with none, some or all of the parameters of the first sequence. The process is repeated until the actual sample size exceeds the estimated sample.

When the interviews are completed, they are collected and edited, with any confused answers being recorded as 'no answer' to eliminate any bias. The computation of percentages is to be completed by computer, and the results put into tables and evaluated to produce any conclusive attitude measurements possible.

This type of attitude survey could be undertaken on an on-going basis, allowing for further comparative statistical analysis. This lack of existing measurements must, however, be understood as a limitation of the primary results and the deductions made of these results. The most restrictive influence to the completion of this type of survey is the number of man-hours required for their execution. The project will require the earnest participation of qualified students who can be offered only very limited budget support for materials, and its continuation will necessarily depend on the will of these students to contribute to the quality of campus programming and the response of the community to the obtained results.

The reader will find, in the following pages, copies of

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these project proposals directed to the Data Processing Centre and the Computer Science Department, as well as documentation of the response made to these proposals.

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DATA PROCESSING Loyola OF MONTREAL

August 14, 1973.

Mr. Donald Stephenson,
Media Executive Assistant,
Loyola Student Association.

Dear Donald,

We are now in a position to take action on your request for Data Processing assistance re student class schedule information.

In the next few days you should be hearing from a Mr. Alex Sengbush who will be in charge of the project from our end.

Should I be of any further assistance please do not hesitate to contact me.

Yours truly,

Peter Paquet

P.G. Paquet,
Assistant Director,
Administrative Data Processing.

PGP/gm
cc: Mr. A. Sengbush,
Systems Analyst.

LOYOLA COLLEGE
7141 SHERBROOKE ST. W.
MONTREAL 262,
QUEBEC

COMPUTER SCIENCE Loyola OF MONTREAL

August 28th, 1973

Mr. Don Stephenson,
Executive Assistant,
Loyola Students' Association.

Dear Mr. Stephenson:

The Computer Science Department will be pleased to help the Loyola Students' Association with projects in student attitude testing. We can provide the following assistance:

1. The names of upper-class students majoring in Computer Science.

2. Provision of academic credit for work done by students on these projects. A half-course credit is available under the course number COMP 561Y. The student works under the supervision of a member of the Computer Science faculty, on an approved project, and is graded on a written report of his work which is due at the end of the year. A minimum of 60 hours of work is expected.

3. The use of the Loyola Computing Centre facilities and staff will be available to any student during the development phase of any such project. After a program or procedure has been developed, however, any costs for cards, paper, or other materials or for the rental of computer time from other centres, incurred by Loyola for the use of the program on a routine basis, will be charged to the Loyola Students' Association.

We will be glad to discuss these projects with you at any time.

Yours sincerely,

D C West

D.C. West,
Chairman,
Computer Science Department.

DCW/pk

LOYOLA COLLEGE
7141 SHERBROOKE ST. W.
MONTREAL 262,
QUEBEC

LOYOLA
OF MONTREAL
STUDENTS'
ASSOCIATION
ASSOCIATION
DES ETUDIANTS
DE LOYOLA
DE MONTREAL
INCORPORATED
1966
(514) 482-9280
6931 SHERBROOKE
STREET WEST,
MONTREAL 262,
CANADA

July 23,1973

Dr.D.West
Director,Computer Science Department
Loyola of Montreal

Dear Dr. West,

This is to formalize my request for credit-sponsorship of the Computer Science Department for projects in student attitude testing,initiated by the students of the second or third year level taking courses in computer programming.As I explained during the course of our recent meeting,these projects are to be proposed to the students of your department as independant study programs and given modest financial support from the Loyola Students' Association.It will be the task of interested students to make written project proposals to the appropriate members of your staff and to comply with any criteria which may be imposed by the structure of independant programs within the Computer Science department.

The results of these surveys will be made available to the community through the Students' Association to assist those responsable for the co-ordination of campus programming and administration.The purpose of the studies would be to provide reliable sources of information relative to student attitudes on several current issues.Towards this end,it is hoped that each working team of students co-operating in this project would be able to complete at least two such studies per term and that these projects would be proposed to new groups each semester.

Given any kind of success at the level of student recruitment, these projects should provide the college with considerable documentation for general and specific reference.We would ask that a list of eligible students be made available through your office so that recruitment can be started as soon as possible.

Thank you in advance for your kind consideration in this matter, with the hope of close co-operation during the academic year ahead.

Pax,

Don Stephenson
Executive Assistant
Loyola Students' Association

VIDEOBROADCASTING AND A STUDENT-INFORMATION CENTER

For the purpose of expediency, this section is primarily comprised of the project proposals made concurrently to the Campus Center Board of Directors and the College President - Reverend P.G. Malone, S.J., for the development of a Student Information Center. The rationale and method of implementation are both adequately outlined in these two presentations, and will provide an efficient means to document the pursuit of this project. Some background, however, should be laid for a discussion of the possibility of closed circuit television techniques being employed on the Loyola campus.

It would be a rather "nouveau riche" attitude to consider the video-monitoring system proposed and outlined for the Information Center the ultimate goal of such a project. Long-range objectives are the only possible justification for the costs incurred and the manpower resources required. As is noted in the discussion of radio broadcasting from the student community, there is a great need to reach the student during the hours he spends off the college campus. This could be accomplished by the creation of an educational television outlet from the new Concordia University campuses employing the expertise of the Center for Instructional Technology and the educational technology program existing at Sir George Williams, as well as the Communication Arts department program at Loyola.

In February of 1973, a project appraisal was undertaken by Sir George to investigate the costs and structure of E.T.V. originating from these two campuses. The use of E.T.V., according to this report, would be "a natural extension of our (Sir George William's) traditional role in providing mid-career educational opportunities". Loyola, on the other hand, claims an emphasis on innovative educational experience for

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the student community which would, I think, fall into line with the philosophy of educational television.

The operating costs for a modest television outlet, originating 400 hours of new programming a year, would be in the nature of $700,000.00. The capital costs for a minimal configuration OHF/TV outlet would be about $800,000.00.

Another valuable possibility, which could apply to the less distant future, would be the video link-up of the two campuses with the city's larger businesses, hospitals and universities through a network of coaxial cabling being currently installed by Bell Canada. Already, seventy to eighty of the city's educational, medical and commercial installations have been equipped with video transmission lines, and the college could very easily benefit from this communications network at a comparatively small cost. Through the co-ordination of the Loyola and Sir George Williams' facilities, extensive capital costs could be avoided, while each classroom and lecture hall could be enhanced by advanced communications techniques.

Here, then, are the presentations made to the college in their entirety, and any further information required by the reader may again be obtained from the media file of the Students' Association.

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LOYOLA
OF MONTREAL
STUDENTS'
ASSOCIATION
ASSOCIATION
DES ETUDIANTS
DE LOYOLA
DE MONTREAL
INCORPORATED
1966
(514) 482-9280
6931 SHERBROOKE
STREET WEST,
MONTREAL 262,
CANADA

July 30,1973

Request for Space Allotment for a Student Information Centre.

Submitted to: The Board of Directors
Loyola Campus Centre

Submitted by: Don Stephenson
Executive Assistant
Loyola Students' Association

Dear Sirs,

This is to formalize my request for an allotment of space in the Campus Centre building to be completed in the near future. This request is made concurrently with a formal request for sponsorship made on behalf of the L.S.A. to Rev.P.Malone, president of the college. These requests are made to assist the development of a student-operated information centre. It should not be understood, however, that this project is dependant upon the positive response of both of these groups as there exist a great number of possible alternatives to this ideal scheme. I would ask that the proposal made to this board be considered by its own merit, as it relates to the Campus Centre alone.

Respectfully yours,

Don Stephenson

Information Centre Outline

1) Purpose: Over the past few years, the L.S.A. has shown an increasing concern with the problem of its communication with the students at large. This concern may be witnessed by the creation of a Communications department, the position of Executive Assistant - Media and the image face-lift effected during this past academic year. It is my view that this problem is both an on-going area of concern and a concern which is common to all segments of the campus, including the Campus Centre Directorate. For these reasons, it becomes obvious that the resources of many should be made available for a coherent handling of this problem.
It would be the purpose of an Information Centre, such as proposed, to provide an efficient tool for the centralization and transmitting of all information relating to, or useful to, the student body.

2) Software: The Information Centre must be the hub of a dissemination network throughout the college in order to serve the greatest percentage of students possible. The emphasis would be placed on information of a para-academic nature with academic information being restricted to the most functional level (ie class schedule announcements, guest speaker announcements, etc.). The information should not be restricted to the boundaries of the Loyola campus but must be chosen on a selective and non-commercial basis when originating from sources off the campus. All information must be selected on the basis that the Centre operates as a student service even while all groups on the campus will certainly draw great benefits.

The Information Centre will employ the following tools to perform the task set for it:

a) a video monitoring system telecasting information to key traffic areas over the entier campus
b) a house-line telephone system with a student-operated switchboard to give or receive information from all sectors of the community.
c) a community bulletinboard operating two boards - one in the Campus Centre and the other in the Central building.

I should like to note that the possibility for real communication with the student is greatest using a telephone centre system. With this tool, we have the possibility of two-way information flow which fulfills the definition of communication as a dialectic.

3) Hardware: It would be pointless, in my view, to describe the technical hardware requirements to operate such a communications network as both financing and maintenance of the equipment would be the responsability of the Student Association and the college administration. The sole need of the Information Centre to be filled by the Campus Centre would be the housing of it. This space should ideally be situated by the front entrance to the Centre on the first floor to benefit from the greatest possible traffic. The required amount of space would be in the neighbourhood of 60 square feet with the dimentions of 6' X 10'.
It is possible that these quarters could shared with the area presently designated Secretary Control but, failing this, the area now designated for the use of the coat-check room.
As I am not familiar with the exact dimentions of the entrance area, I should like to suggest that the position of the information centre could be made perpendicular to the present position of the coat-check facility, along the east wall of the building.

These are, in brief form, the requirments of the development of a student Information Centre in its most effective form. I should be most grateful to the Board of Directors for any opportunity to appear before them and answer any questions it may have after having read this proposal. I may be reached by telephone at either 482-9280 or 931-2667 at your convenience.
Thank you in advance for your consideration of this project, in the hope of working together in the very near future.

LOYOLA
OF MONTREAL
STUDENTS'
ASSOCIATION
ASSOCIATION
DES ETUDIANTS
DE LOYOLA
DE MONTREAL
INCORPORATED
1966
(514) 482-9280
6931 SHERBROOKE
STREET WEST,
MONTREAL 262,
CANADA

August 6, 1973

Proposal for the Development of a "Student Information Centre"

Submitted to: Very Rev. P.G. Malone, S.J.

Prepared by: Don Stephenson
Executive Assistant
Loyola Students' Association

Dear Father,

This presentation originates from the Students' Association and the Public Relations Office as the co-sponsors of a summer make-work project in the area of campus communications. The terms of reference for this project, as well as I have been able to define them, were to assist in the reorganization of the student media services and to initiate programmes designed to provide more pleasing avenues of communication between the Association and the student at large.

I have, for a number of reasons, decided to make this presentation to the college administration, and specifically the college president, as I consider this my most expedient course of action. I sincerely hope that this circumvention of the usual channels for the review of such projects will not be considered brash and that the proposal will be given your thorough consideration and be submitted to the scrutiny of your advisors.

Respectfully yours,

Don Stephenson.

DS/jh

PREAMBLE:

I should like to begin by saying that the area of communications most in need of improved distribution is of a para-academic nature.With the exception of some unfortunate incidents during this past summer period,the processing of administrative and academic information is handled in quite an adequate fashion.The Students' Association,on the other hand, have been suffering from a lack of communications with the student body for a number of years.It is also generally known that the student is usually quite ignorant of details on events or activities which are of a para-academic nature, even where these events originate from sources other than the Students' Association.The Student Services department and the Public Relations Office could, I am sure,document this problem through their experiences of the past couple of years.

It is this area,then,that is at the centre of the rationale towards the creation of a "Student Information Centre",the clear definition being made as a student service "Centre".Its purpose is to be understood as the centralization and transmittion of all information related or useful to the student body.

SOFTWARE:

The "Information Centre" must both centralize information and act as the hub of a dissemination network throughout the college in order to serve the greatest possible percentage of the student population.The choiceof tools to accomplish this follows below with the rationale for their selection.

As a student service,academic information would be restricted to the most functional level - i.e. class cancellation or guest speaker announcements ...etc.Information input should not be restricted to the boundaries of the Loyola campus but must be chosen on a selective and non-commercial basis where it originates from sources off the campus.This would provide a move towards the service of a student "community" rather than a more traditional college campus.It would be imperative that students operate this service as they are the only ones capable or responsible for this kind of information selection.

The "Information Centre" would employ the following tools to perform the tasks set above as well as conform with the criterion of providing a solid base for long term development on campus communications:

I) a video monitoring system telecasting information to key traffic areas over the entier campus.
2) a house-line telephone system with a student-operated switchboard to give or receive information from all areas of the community.
3) a community bulletinboard operating two announcement boards - one in the Campus Centre and one in the Guadangi Lounge.

CLOSED-CIRCUIT TELEVISION:

The system contemplated here should be seen as a rather primative and experimental use of video braodcasting on the Loyola campus.Its initial form would be the transmittion of silent information to high traffic areas of the campus and programmed from the Campus Centre installation.It would be possible to broadcast music programmes simultaneously at very little extra cost.The video portion would,however,consist of the rotation of announcement cards.

With the benefit of this experiment,the system could be employed for the broadcast of programming to originate from the Communication Arts department and the Public Relations Office.There are also several other sources of programming possible on the campus including productions originating from audio-visual presentations prepared by students of any field of study offered at Loyola.There has been a significant move towards this kind of project presentation in nearly all departments of the college.

In the long range future of such a system there is the possibility of video link-up with the Sir George Williams campus,and the tapping of their sizeable facilities for video telecasting.This would provide rather exciting possibilities for the use of audio-visual education technology as well as the co-operation we must look forward to with our new sister-campus.After some discussion with representatives from the Bell Telephone Company of Canada,I would consider it entierly possible that the use of coaxial cable for such a link-up would be available as early as September, I974.

At this point,the possibilities for the use of such a broadcast facility become confined only by the imagination of those directing the project.While the question of cable television broadcasting is at the moment,a rather political issue in Canada,every indication points to an opening-up of broadcasting licences for the educational and community sectors. Sir George Williams University has,already,made some inquiry into the possibility of undertaking U.H.F. educational television broadcasting.These initial studies concluded by explaining that this venture would presently be too costly for its realization but this excludes the possibility of a joint effort with the resources offered by the Loyola campus.

The present facilities offered by their Centre for Instructional Technology include:a closed-circuit television network, television studios,mobile and portable television units,a videotape editing suite,cinemas,production onits in film,graphics,photography,television and sound,conference and auditorium installations,audio recording studios,an audio editing suite,film and videotape libraries and distribution services for audio-visual aids.

These facilities,coupled with the resources of the Loyola campus,could very well provide a solid base for coherent video programming via a cable outlet.I have,for the benefit of an further information you may desire on this subject,a number of documents published by the Canadian Radio-Television Commission on the question of cable broadcasting in Canada.

TELEPHONE SYSTEM:

It has been brought to my attention that a system similar to the one proposed has been previously presented to your office by the Public Relations department and that the project was not approved due to the consideration of vandalism and replacement costs for the equipment.I cannot aurgue,too strongly,against these objections of the administration as I completely sympathize with these problems.The students attitude towards the property of the college has not been commendable,to say the least.

I would,however,like to suggest that the possible benefits of such a system could perhaps be great enough to merit these costs. The term "communication" means,by definition,dialogue - two-way information flow.Most of the college's existing media services do not provide for the receiving of information for the student body as well as information distribution to the students at large.It might well be that this type of system could provide for an increased input of information from the students themselves, which would certainly provide ample justification for the experimentation WITH this tool.

I would be the first to predict that the system will provide an amusing toy for the student who is inclined towards anonymous phone calls and that much of the system will plague its co-ordinators during its trial period.Even the kind of information about the student attitude on this campus which would be provided by this kind of call,however,might well be of some value to an administration which is,at most times,removed from the true feelings or attitudes of the student it serves.

Certainly the experiment,as weighed against its costs,could be justified from this point-of-view.The operation of a telephone system would be required to recieve information from the various offices of the college and the community and the additional cost of public telephone installation would be quite minimal.

COMMUNITY BULLETINBOARD:

I have recently had the opportunity to visit a number of university campuses in Ontario and have seen,on the basis of what I was able extract from conversations with student organizers involved,the successful use of community bulletinboards.These usually consist of a small booth and information board which is operated by a number of students and handles information ranging from events promotion to free clinic services operated in the surrounding areas.Provided that there is a coherent team of people to collect this kind of information in an on-going manner,this simple set-up could well provide an answer for the problem of the student to find this kind of information.

There is already,in the Guadangi Lounge,an example of such a board which was never used by any group on this campus.One additional board would be required for the Campus Centre and the students would have a reliable source of information of this sort.

HARDWARE: Closed-circuit television

Telemation message channel (this could be built by the college at very little cost)	$1036.00
T.V. camera Sony AVC-3210	$ 532.00
Domestic-type Electrohome 23" T.V. receiver	$ 200.00
Ceiling hangers	$ 25.00
Installation of monitors - approx.	$ 250.00
Installation of cabling (conduits already existing)	$ 900.00
Cable 10' x 100' x 12	$ 125.00

On the basis of a twelve monitor system, the cost of such a project would be:

Camera	$ 532.00
T.V. monitors	$2400.00
Hangers	$ 300.00
Installation	$1150.00
Cable	$ 125.00
	$4500.00
Safety factor 10%	$ 500.00
Total	$5000.00

Bell coaxial cable rental for building-to-building system, approx.	$ 100.00 monthly
	$ 200.00 inst.
Total	$1400.00

The figues used for Bell-line rentals and installation are the result of a rough cost analysis from Bell Canada done in July, 1973.

HARDWARE: Telephone System

The rental costs of telephones for the "Centre" should not very significantly different from the costs estimated by Mr. Bryson for the presentation made December 14,1972.At that time,installation was estimated at $240.00 and the monthly rental fee was set at approximately 125.00.The locations to be served at that time were:

Athletic Complex	Campus Centre
Centennial Building	Hingston Hall
Drummond Building	Langley Hall
Hackett Building	Vanier Library
Bryan Building	High School

Community Bulletinboard

The construction cost of a bulletinboard and the cost of sufficient paper supplies would be the only expenditures for this set-up.These costs would certainly not exceed $300.00.

Operating Expenses

The maintenance costs and the salary structure for part-time staff to operate the "Information Centre" are difficult for me to project as they are subject to the critical review of the college administration. I would only recommend that two student-operators would be required at all times to man the "Centre".

Not to be omitted is the cost of the construction of a booth which should be no smaller than 60 square feet,enclosed on three sides and with a fair size counter space on the fourth side.These costs,it is expected,would be provided by the Physical Services department of the college.

RADIO PROJECTS

In January 1973, shortly after the Christmas break, negotiations began between representatives of Loyola College, Sir George Williams University, McGill University and several of the Montreal area C.E.G.E.P's in the hope of establishing a student radio-service network. The principal promoters of these discussions were Sir George Willaims and Loyola, who were subsequently to negotiate privately towards a joint broadcast facility due to the frustrating inability of the larger group to reach a common goal orientation.

The two campuses of the new "Concordia" University felt much greater incentives to affiliate their student radio operations, and resolved to investigate the possibility of a Montreal University Radio Network (M.U.R.N.). This was accomplished by means of a research grant co-sponsored by the Loyola Students' Association and the Day Students' Association of Sir George, to be completed by August of this year. This initiative, however, was faced with the problems of varying station philosophy, the lack of coherent media policies of the controlling student associations, and the hesitancy of these two groups to co-operate in such a project, ambitious as it would be, due to the lack of resources, both in terms of professional direction and financial support available to them.

The long-range goal of the M.U.R.N. project was to be the application for F.M. broadcast licencing, the only possible justification for the expenditure of such proportionately large sums of student funds. While the present study strongly endorses the conclusions of the M.U.R.N. project report which recommends not to participate in this pursuit, given the LSA's structural and financial limitations, I feel it worthwhile to outline the advantages of such a project for the benefit of any possible collaberation between the Students' Association and the institution.

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The first advantages to be weighed are, of course, those which benefit the student. The undergraduate population has become too large for the university environment to have a deep effect on the average student. Few, if any, of those involved in campus life would deny that the percentage of the student population who will respond to the programs initiated by our traditional animators has seriously dropped. We must realize that one of the causes of the students' passive attitude is the inadequacy of these means of campus animation. The student has become a "commuter", and the institution must now develop new ways by which to reach him.

I believe that the creation of a radio broadcasting outlet could be a successful approach to this problem, providing the student a convenient source of entertainment, information and cultural stimulation. To reach the student community at home with the kind of programming made possible by radio technology would overcome the student-administration communication gap, as well as bring the student into closer contact with the ideas and desires of his peers. To give the students an effective vehicle to voice their opinions and to share their experiences could only bring positive results. They are tomorrow's society, and this kind of exchange would be no less than invaluable to their development as a group.

A number of groups would be able to draw even greater benefits from such an undertaking; for example, the Communication Arts students who could receive valuable training from a real broadcasting situation and electrical engineering students who could receive training in the field of communication technology. Every student could benefit from the realization of an exciting outlet for talents of many kinds.

The community at large would also benefit from such a project, as it would be provided with original programming without

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commercial messages. There is a very convincing argument which can be made that the community pays a lot of money to support this institution, and that it should be informed of the institution's services and directions in education. As a traditional source of innovation and leadership, the university has a great responsibility to provide the community with a contact to new ideas in a more complete way than is presently offered by the mass media.

Given this kind of information, the community could begin to better understand the institution and its needs, and could begin to participate more actively with the campus community. This interaction would greatly benefit the third and final group to be considered: the college administration.

This year the college has established the area of "cultural stimulation" as one if its central priorities. Beyond this, we face a most challenging task of creating a valid form of innovative education within the context of the new university. A radio broadcasting outlet, originating from this student community, could contribute much to these goals, at a cost which is certainly in line with the remuneration. It should also be noted that a project of this kind would be the first ever which attempted to serve the Anglo-Saxon community of Quebec, and would be the sixth broadcasting outlet operating from a university campus in Canada (these facilities already exist in Edmonton, Saskatoon, Kingston, Toronto and Quebec City).

In order to give the reader some idea of the resources required for the realization of F.M. broadcasting from this campus, a rough cost analysis is outlined in the following pages. These costs are to be considered approximate, but hope to provide some terms of reference and some foot in reality.

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CAPITAL COSTS:

I	Antenna, transmitter, telemetry, FM limiter, AGC Transmission line, etc.		$15,635.00
II	Frequency and Modulation Monitors, test equipment		4,745.00
III	Production Studio & Control Room		4,100.00
IV	On-air Studio & Control Room		8,130.00
V	Portable Equipment		2,710.00
		Sub Total	35,320.00
	Installation as 10% of equipment cost		3,532.00
			$38,852.00

OPERATING COSTS:

Rental of telephone; including studio-trans., remotes, business (3), long distance		$2,500.00
Equipment maintenance		5,000.00
Office expenses: including program guide, insurance, misc. printing, postage, stationery supplies, travel		5,750.00
Tapes		2,500.00
Cassettes		1,000.00
Record Library		3,000.00
	Sub Total	$19,750.00

SALARIES:

Director		10,000.00
Assistant (secretary services)		4,000.00
Part-Time Engineer		4,000.00
	Sub Total	$18,000.00

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Space Construction and Professional Services:

1) A support structure would be required for an FM antenna. This would best be employed on the central tower of the Administration building, and the structure could also house a O.H.F. transmitter antenna if this became useful in the future.

2) Approximately 100 square feet of space adjacent to the tower would be required for the installation of transmission equipment.

3) The space requirement of offices, production areas and on-air facilities would be approximately 12,000 square feet to be located on the university would deem it appropriate.

4) These facilities should be made available to the radio station free of charge.

5) Professional audit and banking services would be required for the university.

The total requirement of such a project then, would be in the nature of $76,602.00, as well as a great number of resources to be made available at no cost. This is the relative size of the project which was envisaged by the negotiators of the M.U.R.N. initiative. Assuming the close collaboration of student radio groups on both campuses, a number of techniques for the defraying of these costs could be employed, including: annual recruiting of funds originating from national and provincial foundations and corporations; the rental of studio production facilities; the sale of radio membership cards to both the student and general communities; the sale of student-produced programming to private stations; advertising and program sponsorship; and the sale of music programming services produced for use by commercial establishments transmitted by an I.C.A. band.

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The negotiations were not successful however, for reasons which are outlined in a research report presented to the LSA by Brian Mullins, the past General Manager of Loyola Radio. This project being abandoned, it became the considered opinion of Mr. Mullins that the continuation of a student radio operation in its present form was an unjustifiable use of student funds, and should therefore be discontinued. Opting for a democratic approach to the resolution of this problem, and under considerable pressure from a number of sources, the Students' Association executive requested, received and ultimately approved alternative project proposals for the continuation of Loyola Radio. It is always more important to do the right thing, than to do the thing right. This study must, however, confess to a compliance in principle, with the recommendations of the M.U.R.N. report, in view of the history of campus radio and the great lack of credability it presently suffers. During the summer months, efforts were made to solicite support, in almost any form, from the campus community, for the improvement of radio facilities, especially in the area of outlet quality. The response to these initiatives were extremely discouraging, and would seem to indicate a general and widespread disinterest.

Loyola Radio shall, however, be given an opportunity to operate for the 73-74 academic year, and we should therefore remain receptive to any possible co-ordinated radio services between the Loyola and Sir George Williams campuses. At the same time, on-going evaluation of these services should be carefully undertaken to weigh this expenditure of student funds against alternative fund usage and employing the criterion of the proportion of students served to the amount consumed in the maintenance of these services.

In the context of a radio broadcast system restricted to the boundaries of the college campus, one noteworthy alternative is open to the Students' Association. As the transmission of closed circuit

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radio signals must be extended to a number of terminal points over a relatively large area, the radio operation has employed a system of Bell Canada line connections to each terminal point required - at considerable cost to the station. An alternative approach might be the use of a radio signal on the power line system, whereby an ordinary radio receiver could be used by the radio audience in the building area. This is, in effect, a low power form of A.M. radio broadcasting, and is more commonly referred to as Carrier Current AM Radio. A system of this type is presently being used at Carleton University in Ottawa, and was the subject of considerable discussion on the occasion of my visit to the Carleton campus. This system would seem to be the most effective and economical means of radio broadcasting in the context of the college campus, the initial capital costs for the system being recovered by the savings made from Bell line rentals.

The following is a discussion of the technical specifications for Carrier Current broadcasting on the Loyola campus, and has been modelled, rather closely, on the Carleton Radio transmission system. Thanks are extended to the members of the Carleton University Students' Association for their assistance in making this information available to the present study.

The sample system would include broadcast coverage of the Administration and Central buildings, the Drummond Science building, the Bryan building, Hingston Hall and the Campus Center building. Projecting a need of one watt per 100 people, roughly 13 to 15 watts of power are required for the antenna loop. The transmitter site should be located in an area central to these buildings, and would be located, for the purpose of this discussion, in the Central building. The remaining buildings, with the exception of the Administration building, are fed

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via co-axial cable that is matched into the power system at the secondary side of the house transformer, causing a loss of over 100 DB on the primary side. It may well be possible to use Bell cable for this purpose if these lines are to be used for a proposed video monitoring system through the campus. Used solely for radio signals, these lines are quite costly and installation of private co-axial cable would be required.

The transmitter is connected to a telemetry remote that controls the following functions: power to XMTR, on-off; plate voltage, on-off; R.F. output; and safety reset. Each line is expected to loose over 90% of the input signal, which demands the use of linear amplifiers (output of 6 watts maximum RF) for sufficient signal strength in each building. The signal is set by compression at an overall average, though it is possible to regulate relative output strength to each location from the studio control unit.

The following list provides the equipment specifications and the requirement specifications for CRTC approval of such an undertaking are to be found attached.

1. RC-25B AM Carrier Current Transmitter Low Power Broadcast Co. Fraser, P.A., U.S.A. under Type approval of the Department of Communications rated as adequate.	Power output: 20 watts Frequency: subject to negotiation and approval of the CRTC RF output: 50 Ohms Audio input: 600 Ohms, -5db Audio distortion: less than 4% @ 85% modulation (25 Hz - 13KHz) Noise level: more than 50dB, below 100% modulation Audio response: 25Hz - 13KHz Power: 117V, 200 watts
2. RC-4B linear RF amplifier Low Power Broadcasting Co. Frazer, P.A., U.S.A.	Frequency range: 540-1600 KHz Power Output: 6 Watts Distortion: less than 6% Input Impedance: 200,000 Ohms Input Signal: modulated 6 volt carrier

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3. Telemetry Remote Control System; Model WRC-10T, Mosseley Assoc. Inc., connects the transmitter with the studio via telephone lines. Used to control and monitor the following functions:

   a) RF output of xmtr;
   b) Plate voltage (also on-off)
   c) 117V at xmtr (also on-off)
   d) cooling fan (also on-off)
   e) fail-safe reset

   Metering: 10 telemetry channels plus calibration
   Control Functions: 10 raise, 10 lower;
   Line: single DC continuous Bell line pair;
   Fail-Safe: 920 Hz tone, activates after 20 sec. interruption

4. RC - T2B Matching-coupling unit
   Low Power Broadcast Co.
   Fraser, PA., U.S.A.

   Unit couples the RF signal with the power lines
   Attenuation of 60 Hz: more than 60 dB

5. RC - T1A Power splittor
   Low Power Broadcast Co.
   Fraser, PA., U.S.A.

   divides the RF power into 2 - 5 equal parts;

The following insert is provided to outline the C.R.T.C. policy towards low-power broadcasting in the student sector. Any further documentation required by the reader is available upon request, from the media file of the Students' Association.

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CANADA

CANADIAN RADIO-TELEVISION COMMISSION

CONSEIL DE LA RADIO-TÉLÉVISION CANADIENNE

Ottawa, May 4, 1972

STUDENT CARRIER CURRENT BROADCASTING UNDERTAKINGS

The Canadian Radio-Television Commission has instituted a new class of licence for student carrier current radio broadcasting undertakings.

This enables the licensing of student carrier current undertakings designed for reception on the premises of the academic institution at the post-secondary educational level attended by those students.

In addition to providing a means of communication among the students, this will give many their first opportunity to engage in broadcasting.

Student carrier current broadcasting undertakings must provide a promise of performance and comply with the provisions of the Broadcasting Act.

Licences to operate student carrier current radio stations will be issued only to duly constituted non-profit organizations.

The Commission believes that in order for this form of carrier current radio broadcasting to achieve its fullest potential as a medium of communication, students must organize and control it. Provision must be made to ensure that there is at all times a majority of students on the board of directors of any licensee.

Applicants for such a licence must demonstrate the financial feasibility of their proposals. While most financing may come from students' unions, some may originate in funds from the academic institution in which the broadcasting undertaking is situated. Such financing must be by means of grants only, in such manner as not to infringe the direction of the federal Government to the Canadian Radio-Television Commission precluding the granting of licences to provincial governments and agents and to educational institutions. All contractual arrangements between the institution and the proposed licensee must form part of the application for licence.

Applicants for such a licence must also obtain a Department of Communications certification in accordance with the provisions of Section 22(1)(b) of the Broadcasting Act.

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All student carrier current radio broadcasting undertakings must submit a report on programming once during the academic year, as a record of the promise of performance.

The Commission also recommends that the student operators keep a regular log, to familiarize them with station management, and as a convenience should special reports be requested.

In their programming, student carrier current radio stations are expected to reflect the interests and activities of the total university or college community in which they operate; to schedule a consistently high proportion of Canadian material; and, above all, to promote innovative programming which will explore and enlarge student interests.

Where commercial activity is demonstrated to be necessary or desirable, the Commission will consider permitting it on a limited basis. Such commercial activity must not become a major concern of such broadcasting undertakings, nor may it have an appreciable effect on the revenue of local commercial stations.

Student carrier current radio broadcasts containing commercial content may not be distributed by a cable system. Applications to distribute student carrier current radio broadcasts which do not contain commercial content may be made to the Commission by cable television licensees.

Application forms for licences for student carrier current broadcasting undertakings are available from the Secretary, Canadian Radio-Television Commission, 100 Metcalfe Street, Ottawa, Ontario, K1A 0N2. These forms will include the following:

(a) Application to the Canadian Radio-Television Commission for a licence to carry on a student carrier current broadcasting undertaking; and

(b) Application to the Department of Communications for a technical construction and operating certificate. A technical brief demonstrating that the installation, as proposed, is technically feasible, must be submitted with this application.

Monique Coupal,
Secretary.

Canadian Radio-Television Commission | Conseil de la Radio-Télévision Canadienne

INFORMATION ON LICENCE APPLICATIONS (Carrier Current)

In filing an application, the following forms (2) must be duly completed and returned in duplicate to the Secretary of the Commission, 100 Metcalfe Street, Ottawa K1A ON2, Ont.

(1) Application to the Canadian Radio-Television Commission for a licence to carry on a carrier current broadcasting undertaking;

(2) Application for a Technical Construction and Operating Certificate for a new broadcasting transmitting station.

For information purposes, the following documents are enclosed:

(1) The Direction respecting inegibility to hold Broadcasting Licences (SOR/70-241) and its amendments (SOR/71-677 and SOR/72-261);

(2) Copy of the new Rules of Procedure in force January 1, 1972;

(3) List of all documents concerning broadcasting which may be obtained from Information Canada bookstores.

A licence to carry on a broadcasting undertaking is issued following a Public Hearing at which the application was heard. Notice of such a hearing is published in the Canada Gazette and in the local newspaper(s) of the region proposed to be served by the applicant. At such hearings, the Commission will hear any person conforming s. 14 of the Rules of Procedure. It should be noted that the procedure for intervention is changed by these new Rules of Procedure.

The granting of a licence is conditional upon the issuance of a Technical Construction and Operating Certificate by the Department of Communications. Supplementary information on this Department's technical requirements may be obtained from the Chief, Broadcasting Engineering and Certification Division, Department of Communications, Berger Building, 100 Metcalfe Street, Ottawa K1A OC8, Ont. or from a consultant in broadcasting engineering.

Inquiries relating to licence applications should be directed to the Commission's Secretariat who will be pleased to supply additional information that may be required.

EXPLORATIONS

The Loyola Students' Association last year initiated a student co-ordinated project in peer group education which was called: "Student as Decision-Maker". This project was a credit-approved course, designed for the C.E.G.E.P. level which provided a limited number of students with an opportunity to experiment with self-directed studies. Given the natural problems encountered in the form of poor programme definition and structure, the project was a successful and innovative initiative of the Students' Association, and was the subject of a summer research study designed to evaluate the course and redefine its structure and objectives. It was my feeling, after considerable discussion with innovators in the fields of education and communications, that this project be expanded to provide a vehicle for the student-at-large to communicate his views where they apply to academics. As was explained to the reader in the introduction to this study, communication implies a dialectic process, and the area of curriculum design is one which is particularly removed from the active participation of the student-at-large.

Concern over this lack of student information input comes at a time when the Students' Association has seen the discouraging results of its efforts to promote mandatory course evaluation in the form of a computerized questionnaire. There is a tendency to assume too much of this type of empirical data, and a number of other means must be sought to solicite student opinion and participation in decision making of this kind. A course such as the one co-ordinated by the Education Department of the Students' Association could provide an opportunity for students to perform a critical analysis of the course, or courses, they choose to examine. The publication of these reports could be undertaken by the Education Department in the form of group studies, and used as

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working papers for the design of further student initiatives in peer group teaching and any recommendations prepared for the college curriculum co-ordinators. The impotence of the Students' Association's academic reform programme is evident, and can be explained as the product of poor communication channels to the student body. The lack of such information channels makes these programmes empty and vague in their function of representing the attitudes and desires of the student-at-large. The Association must begin to take more ambitious steps towards providing effective vehicles for educational reform if it is to continue any of the existing programs in this area. I shall have no quarrel with those who would evaluate this proposed project as ambitious in the extreme, but at the same time am in irreconcilable opposition to those who would set as their goals less than this for the student body.

The proposed course outline which follows is meant to structure the first thirteen weeks of the programme. Its format would consist of three-hour lecture presentations, one per week, and ideally held in the evening towards the end of the week. The course should be, for the most part, student co-ordinated with guest lecturers being employed wherever it would favorably effect the rendering of the subject at hand. The topics of discussion should be dissiminated to the community in advance of every lecture. This would best be accomplished through the use of a weekly release published in the campus newspaper. This release would also include a discussion of the preceeding lecture, in summary form, and made distinctive through the use of an attractive logo and article layout. The lecture should be open to the whole student body, and should be located in an area with adequate ajoining lounge facilities to stimulate interaction before, during and after each session. Enrollment should be completely unrestricted with the promotional emphasis being given to the lower level student population.

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PROPOSED COURSE OUTLINE: 13 WEEKS

1) Communications Project Report

2) The Marks and Education
- the need to evaluate the student;
- the different systems to evaluate the student;
- the credit-bureau system;
- the invasion of private life;
- the de-merit system for drivers;
- the human bill of rights

3) Degree Consciousness
- the status symbol;
- the sociological implications;
- salary consciousness;
- the hierarchy of life;

4) The Peter Principle
- the level of incompetence;
- the lack of education to overcome the level of incompetence;

5) The Sociological Purpose of Education
- the implicit function of education as "inform to conform";
- sematic distinction between training and education; information vs formation;

6) Education and the Transmission of Knowledge
- theories on the transmission of knowledge;

7) Education and Communications
- life as a process of adaptation;
- the poverty of media in the tranmission of ideas;

8) Education Ideally
- statement on the ideal nature of education in the institutional context;
- "Education ideally is civil defence for media fallout" M. McLuhan
- Understanding Media, page 175, Marshall McLuhan. A Signet book, New American Library Inc., 1301 Avenue of the Americas, N.Y., N.Y.

9) Twain and Mc Luhan on Education
- statement on the ideal nature of education in the non-institutional context; "Soap and education are not as sudden as a massacre, but they are more deadly in the long run." Mark Twain - "The Facts Concerning the Recent Resignation. Sketches New & Old" (1900) page 350

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10) How the Student Chooses a Course - The disassociation of the student from his ideals in order to facilitate movement through the system;

11) Security - What is the meaning of security and will it be proved by the "system"?
- What is the meaning of "the establishment"?
- The hierarchy as a medium;
- "The Wisdom of Insecurity" A. Watts;

12) The System - Parkinson's Law

13) Does Education belong to the Student?
Should Education belong to the Student?

The course proposal is, of course, but one of an infinite number of projects which could be undertaken by the Students' Association to stimulate and process student feedback in the academic area. It should serve only to demonstrate one format possible for this initiative, and many more should be solicited and evaluated for implementation in the immediate future.

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PROGRAMMING AS COMMUNICATIONS

The following is a direct quote from the "Confidential Report to the Loyola Students' Association on the Status of Loyola Radio" submitted July 19, 1973. I would underline that this was a media study.

> "A budget of the magnitude imposed by the equipment and operational expenses of running a radio station seems an inefficient and unfair distribution in terms of the whole student body."
>
> "Surely there are feasable alternatives available to the Loyola Students' Association. Any study of the radio situation on campus today must lead to the consideration of alternative programs for campus information, entertainment and communication."

The question being put is simple: "Given a 'dollars-spent' to 'student-served' ratio, how are student funds to be distributed to serve the greatest possible percentage of the community?". The radio study proposes to allocate the funds used for this service for the funding of "alternate" programmes in entertainment and communication. History shall record that this will not be done, as it is outside the jurisdiction of the Association executive to take such action, but the question should not also be dismissed. The Board of Communication should not also be dismissed. The Board of Communications has decided to ignore the recommendations made for the closure of radio services, as they thought it expedient to open this issue to the democratic choice of the radio members. The Students' Association should, however, take up the issue of its handling of campus programming as it relates to the traditional dispersement of its annual budget.

Three main areas of concern are mentioned in the radio report: information, entertainment and communication. In separate sections of the present study, projects have been proposed which are specifically

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designed to improve the information and communication tools available to the students-at-large. These would, I am sure, be able to handle these areas in a much more effective manner than has been winessed of the radio services. The remaining issue, then, is that of entertainment. Traditionally, the responsibility for the animation of entertainment programming has been delegated to the individual associations and societies who are funded through the LSA. The negative consequences of this structure are that, for the most part, the programmes are oriented towards a small group of students, the scheduling of programs is poorly co-ordinated, and, finally, the quality of the programmes varies greatly from one group to another. Further, there are no means provided the community for the realization of spontaneous programmes. Flexible structures must be sought for the sponsorship and co-ordination of activities. The executive-legislative balance of power provides the only possible means to operate an association of this nature, but often serves a great disfunction through time-consuming bureaucratic procedure.

Towards this end, the Students' Association executive have already developed a radically different approach to their programming efforts. The reader will find enclosed in this section a report entitled: "Recommendations for the Development of a Programming Office" which contains the outline of structure originally proposed by the author of the present work. It was decided, however, that these recommendations would be over-reationary, considering the relatively small student population at Loyola, and, more especially, in light of the recent acquisition of a programming specialist in the person of the Campus Centre Director.

The more moderate restructuring undertaken by the Students' Association has been to create a new Programming Services Department which will group both the Special Services Department and the Media and Programming portfolio under a single roof. The new department will be under the co-directorship of two members of the executive, allowing one to supervise

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the traditional annual events such as the "College Orientation Programme" and the Carnival, while the other is responsible for on-going co-ordination and animation of events. The latter are to be understood as generally spontaneous and co-operative programs designed to draw the greatest possible benefit from interaction which such groups as the Campus Centre Directorate, the Public Relations Office, the Loyola Evening Students' Association, Fine Arts, Communication Arts and any number of others.

Further to these initiatives, the Students' Association has delegated one member of its executive to assist the Student Services branch of the college in their attempts to stimulate programming in what it refers to as the "cultural" vein. It is hoped that this will provide some degree of co-ordination to the events programmed for, or by, the various ethnic groups on the campus, and should be viewed as a valuable attempt to improve the quality of the Loyola student experience.

In summary, I should like to note that the Students' Association has demonstrated a very flexible attitude towards its role as the representative of the student will and needs. There is, of course, a degree of administrative dysfunction operating as a negative influence on its ability to respond to the numerous problems before it, but has proved an honest desire to each challenge head-on. Given the constructive participation of both the executive departments and the legislative division, the academic year ahead should witness considerable innovation and success.

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July 30,1973

Recommendations for the DEVELOPMENT of a PROGRAMMING OFFICE

Submitted to: The Co-Presidents of the Loyola Students' Association

Submitted by: Don Stephenson,Executive Assistant,L.S.A.

It has become my firm belief that the success or failure of a Student Association,in the eyes of the individual student at large,is decided by the success or failure of its annual programming.For this reason,I would recommend serious consideration of a coherent Programming Office along the lines of the structural model provided in this report.This is a problem area which merits the concern and immediate attention of the Student Association executive.

At the present time,programming for the Student Association is handled by at least four members of the executive.Under the auspices of these individuals fall the three main areas of student programming: 1) Special Services - planning and co-ordination of events 2) Internal V.P. - co-ordination of the clubs',associations' and societies' events and,finally,3) Public Relations V.P. and Communications V.P. - promotion of events.Over and above these L.S.A. members charged with the responsabilities of programming,there are a seemingly countless number of individuals on the campus who are at least partly involved: Student Services,facilities booking,events co-ordination,faculty programmers,the new Campus Centre Director and his staff...etc.

The great lack of structure and centralization,which will be increased with the arrival of the Campus Centre Director,causes overlapping of effort and authority,considerable friction and one-up-manship and all too little co-ordination of activities programming.

Many steps would have to be taken to overcome these problems the first being within the Student Association itself.The L.S.A. must realize that it exists for only a short,one-year,period.Continuity should be maintained from year-to-year instead of the major shake-up occurring each year by people who are generally inexperienced and who have too little time to gain the relevant expertise in the field.The Student Association should take the leading role in policy making rather than the business of operating these services.

I would recommend that an official Programming Office be established which would consist of one salaried programme Director and one executive member,attached to this office in order to safeguard the policies of the Association as decided by the executive.This office would be made responsible for the following areas:

1) Direct student programming - including all on-going operations (Citron,co-op lunch bar...etc) and all annual events (C.O.P. the Carnival,film series...etc)

2) Co-operative programming - including co-sponsorship of events with various groups on campus (ex. Student Services for speakers,Fine Arts for music concerts in jazz... etc)

3) Co-odinative programming - including the organization and co-ordination of Student Association events so as not to interfere with scheduled events by other groups; control over societies bookings;and booking of Centre facilities.

4) Promotional programming - including the establishment of new methods of events promotion (e.g. T.V. system and community Switchboard)

There are,needless to say,major problems to be resolved before such an office could be realized.Those which relate to the internal structure of the Student Association are finance and Association involvement.

1) Finance: One professional in the field of student programming must be hired at a sufficiently motivating salary which,along with the operating budget of his office,should be absorbed in the Student Association budget.This is justified on three counts: a) this office will act as a co-ordinative force on all programming,insuring the success of a greater percentage of these events;b)the office will try to keep the Association "sold" to the students at large by holding as many events as possible,and;c)the office will act as a rental agent for the Campus Centre.

The executive member attached to the Office should recieve his full honoraria from the Student Association.

All revenues produced by the activities of the Office would be turned over to the Student Association,with the obvvious exception of rental charges for the Campus Centre which would be turned over to that department.

Association Involvement: The establishment of this Office is designed to maintain high efficiency and continuity and not to diminish the powers of the Student Association.To maintain this I suggest the striking of a committee to oversee the operations of the Programming Office.This committee should be struck soon after the spring elections and should be comprised of the past President,the past Financial V.P., the past Special Services V.P.,the past Internal V.P.,and all those assuming these responsabilities under whatever title.Over a small number of weeks the programming existing should be reviewed and new policy developed. At this point the past members should be dropped and the Programming Office should proceed into the next year's work.

The steps outlined in this recommendation are major and,indeed, difficult ones to take but are,I believe,ones most neeessary to the co-ordination of student programming on the Loyola campus.This project assumes a good measure of success in the organization of the Student Association,the people and the will to perform that task and,finally,the favorable response of those connected with programming through the college administration.

These recommendations are made to the Loyola Students' Association executive in a collaborative and confidential manner as defined by my function to investigate alternative policy or structural directions for the Student Association. I respectfully submit this paper to the scrutiny and debate of the entier L.S.A. membership.

Pax,

Don Stephenson
Executive Assistant
Loyola Students' Association